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ABSTRACT

This paper lists the questions asked in interviews with Title I bilingual program teachers and aides. Each question is discussed in terms of interview responses and evaluator observations. Areas considered include student selection and language fluency, classroom management, program coordination, parent and parent advisory council involvement, inservice programs, and teacher/teacher aide satisfaction. Recommendations made by the evaluators concerning program improvement are outlined. Appendices include a summary of the questionnaire distributed to the bilingual personnel, a chart showing the distribution of participants, and samples of forms used in the bilingual program. (EB)

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Buffalo Public Schools Spanish-English Program Evaluation 1978-1979

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Buffalo Public Schools Spanish-English
Program Evaluation 1978-1979

Introduction

The procedure used to evaluate the Spanish-English Program in 1978-1979 was a modification of the Provus Discrepancy Model and the format used is similar to the 1977-1978 report. As before, questions were derived from the original proposal. The purpose of formulating these questions was to provide a criteria for validation based upon the stated goals and objectives of the program. These questions serve the purpose of ascertaining how closely the model is operating in the field to the stated operational methods.

As before, as many of the program personnel in each school were interviewed as possible. Additionally, other school personnel related to the program were interviewed when possible. When possible, classrooms were also observed.

Although the process was the same as in previous years, the program has changed somewhat. This year, classes other than Spanish-English were also being served--in particular Italian-English. In some respects, this made the evaluation somewhat interesting in that you were able to compare the Spanish-English program to the other programs. It made it more difficult in that many of the problems that were originally encountered in evaluating the early Spanish-English program were present in the Italian-English program. Additionally, many of these programs have children who have arabic backgrounds which compounds the evaluation process.

The format of this paper includes a list of the questions asked in the interview sessions with the Title I teachers and aides. Following

these questions, each is discussed based upon observations/interviews and the report concludes with a summary section which includes observations and recommendations.

Interview Schedule - Bilingual Teaching Personnel

Section I

STUDENTS

1. How were your pupils selected to be in this program?
   - Why are they in this program rather than a regular Title I Reading and Math Program?
2. How satisfied are you with the selection process?
3. How would you prefer to see students selected?
4. When did your instructional program begin?
5. Who are the students in the 6-7-8 grades in your program?
   - Why are they still there by that time?
6. What is the average length of time students spend in the program?
7. How fluent are most of your children in English?
8. How fluent are most of your children in Spanish?

Section II

CLASSROOM MANAGEMENT

1. How much of the time do you spend working with your children in Spanish?
2. How many students do you see per day?
3. How do you divide your time between math instruction and reading instruction?
4. How long are most of your class periods?
5. How many classes per week do you have?
   - Do the classes meet everyday?
6. How satisfied are you with your aide?
7. What specific activities does your aide perform?

Section III

PROGRAM COORDINATION

1. In what ways do you work with the regular classroom teachers?
2. Are there any activities that you have specifically planned together for either individuals or small groups?
3. How does your work specifically complement the developmental program of the classroom teacher?
4. Do you ever have the opportunity to share the children's folders or work with their regular teacher?
5. How do the regular teachers seem to feel about the program?
6. In what ways has the social worker been of assistance to you?

Section IV

PAC INVOLVEMENT

1. Do you know who the PAC members are from your school?
2. What types of activities do they do that you are aware of?
3. How active would you say the PAC is?

Section V

PARENT INVOLVEMENT

1. How satisfied are you with the parent participation in your program?
2. What have you specifically done to encourage parent participation?
3. In what activities do you feel parents can best participate?

Section VI

INSERVICE PROGRAMS

1. How valuable were the inservice programs?
2. Which were particularly helpful?
3. What topics would you like to see covered next year?

Section VII

GENERAL

1. How long have you taught in the program?
2. How adequate are your materials and supplies?
3. What additional materials/supplies would you like to have available?
4. What recommendations do you have for the 1979-80 program?

Interview Schedule - Bilingual Aides

1. What are the major activities of your job?

2. What do you think are the most important things that you do in your work?

3. Do you have enough help and assistance to do your work effectively?

4. What factors prohibit you from doing a better job?

5. What recommendations would you make for changes in the job as aide?

Responses to Interview Schedule - Bilingual Teaching Personnel

Section I

STUDENTS

1. How were your pupils selected to be in this program?

   In general, most of the teachers responded that students were selected on the basis of stanine scores and surname. Additionally, students were given informal tests to determine fluency in the language. The major reason given for students being in this program rather than a regular Title I Reading and Math porgram was poorly developed language skills.

2. How satisfied are you with the selection process?

   Generally, most teachers seemed fairly satisfied with the selection process. A frequent problem that they identified was the difficulty with handling new students who came into the school after the beginning of the year. Another frequently identified problem was the use of surname as an identifier. When children have an Anglo surname, they are not usually identified even though the mother is Hispanic and Spanish is spoken in the home.

3. How would you prefer to see students selected?

   As stated in question two, most teachers are fairly satisfied with the selection process. They do, however, feel that it could be improved with more teacher input. The problem identified in the above question, for example, could be handled by having more teacher input.

4. When did your instructional program begin?

For the most part, the instructional program began in each school on the first week of October. One person did, however, begin on the last week in September. The time that was spent between the beginning of school and the beginning of instructional time was used for informal testing and pupil selection.

5. Who are the students in the 6-7-8 grades in your program?

The intent of this question was to ascertain whether or not students were moving out of the program--in other words, were their language competencies improving--or whether they began in early grades and simply continued in the program. The answers to this question varied. Some responded that they were students who had been in the program for a number of years; others were new students to the program or new to the country.

When I asked whether or not they felt that students were being helped, they of course replied yes, but they could not for the most part articulate why--if they were improving--they had to remain in the program. Many teachers did feel, however, that even if the child had fluency in the language--was competent in English--the program still had benefits for him/her because of the cultural identification factor.

6. What is the average length of time students spend in the program?

These answers varied so it doesn't make sense to try to generalize although when pushed the teachers responded that they thought

the students were there about three years. These responses were, however, inconsistent with aspects of question five.

7. How fluent are most of your children in English?

In most classrooms, the teachers felt that at least 70 percent of the children were fluent in English. An obvious question to follow then is: If they are fluent in English, why are they still in this program? The answers to this follow-up question tended to include the need for more concept (language) development and the perception that the program provides the students and their families with a sense of security by having someone at their school who can work with them and relate to them in Spanish.

8. How fluent are most of your children in Spanish/Italian?

Most of the teachers said that at least half of their children were fluent in Spanish/Italian. Most of these children, however, could not read Spanish/Italian. Additionally, their oral Spanish/Italian was frequently a combination of English or Anglicized words.

Section II

CLASSROOM MANAGEMENT

1. How much of the time do you spend working with your children in Spanish?

The proposal states that the purpose of this program is to aid children in becoming fluent in English. Consequently most of the teaching should be either in that language or in an effort to develop English. In all cases, the teachers reported that approximately 90% of their instruction was in English, and that they used Spanish only as a tool to develop concepts, or to clarify directions. This was indeed the case in all of the classrooms that I observed. I saw little to none of the instruction conducted in Spanish. The exception to this is, however, with children who are completely non-English speakers.

2. How many students do you see per day?

The number of students seen varied from 35 to 49. This was also true last year. Clearly a more even distribution of students needs to be made.

3. How do you divide your time between math and reading instruction?

The proposal guidelines call for reading instruction three days a week and for math instruction two days a week. In general, these guidelines were met. In those schools where they were not met, it was due primarily to the difficulty in scheduling. This difficulty most frequently occurs in schools where you have a seventh and eighth grade.

4. How long are most of your class periods?

Most of the periods were approximately 45 minutes in duration. For those that weren't, the problem again was due to scheduling. And as before, these problems were most frequent in the upper grades.

5. How many classes per week do you have? Do the classes meet every day?

There again was variation in the responses. For the most part classes did meet every day. As before, it was in the upper grades where the greatest variance occurred.

6. How satisfied are you with your aide?

In most cases, the teachers were very satisfied with their aide. All of the aides that I observed, appeared to work well with the children, and seemed to be providing an integral service to the program. Additionally, many of the aides' English had improved since my visitations last year. This to me shows a double benefit of the program. Another important aspect of the job of the aides is providing a role model for the children and for the other parents in the community.

7. What specific activities does your aide perform?

Although the activities varied widely, the most frequently observed and the most frequently reported was reinforcement of the instruction with the children. Aides also performed some clerical work in that they helped keep records and folders, helped ditto materials, and

helped construct teacher-made materials.

Section III

PROGRAM COORDINATION

1. In what ways do you work with the regular classroom teachers?

The work with the regular teachers generally is interpreted to mean planning time and/or discussion of individual students' problems. Additionally, those teachers who have children in the upper grades spend time trying to find out what students are studying in the content areas so that they can help them with specific problems or concept development that they might need. This is a particularly important function for those students who are non-English speakers.

2. Are there any activities that you have specifically planned together for either individuals or small groups?

In most cases, the teachers interpreted this question to mean the same as the previous question and consequently they talked about planning time and identification of course work and materials. The intent of the question, however, was to determine whether or not joint activities were planned -- so that there would be some sort of reciprocal exchange which would impact on all of the children. The answer to this is no.

3. How does your work specifically complement the developmental program of the classroom teacher?

The responses to this question overlapped the previous two questions. Teachers said that children would sometimes bring their textbooks to class for assistance and that they (teachers)

would sometimes try to identify supplemental resource materials. In general, however, the complement between the developmental program and the Spanish-English program generally occurs when the Bilingual teacher has conferences with the classroom teacher on the subject matter in which the student is presently working.

4. Do you ever have the opportunity to share the children's folders or work with their regular teachers?

In general, the teachers (regular) do not request to see the students' folders. This information is shared, however, in a less formal manner during the regular meetings between the Bilingual teacher and the regular classroom teacher. As was true last year, the usefulness of these folders to teachers other than the Bilingual teacher is marginal at best.

5. How do the regular classroom teachers feel about the program?

As in previous years, the responses to this indicate that it varies within the school. Some of the teachers are extremely supportive while others resent the program for a variety of reasons, varying from the amount of time it takes the children out of the classroom to the fact that they feel these children should not receive any help in Spanish or rather they don't need this type of help -- their work should be in English only.

6. In what ways has the social worker been of assistance to you?

For those teachers who utilize the social worker, her role is invaluable. Her activities include working as a liaison between

between the school and the home. Additionally many of the parents are non-English speakers, and consequently when children are recommended to social service agencies, the social worker has to accompany the parents with the child so that she can translate for them. This poses a difficult problem because it means that her time is tied up and she is unable to provide service to the other students. In addition to this type of activity she performs the traditional social worker functions.

A few teachers expressed displeasure in that they had never seen the social worker. In some schools, the social worker apparently came on request rather than on a regular schedule. This could probably be eliminated by increasing the staff.

Section IV

PAC INVOLVEMENT

1. Do you know who the PAC members are from your school?

   In only one school did the teacher say that she knew who the PAC members were. I tried to ascertain whether or not she knew if this person was a member of the PAC or the PTA and was unable to get a good answer. My assumption is that teachers don't know the difference between the two organizations, and they, the PAC, certainly have had low visibility.

2. What types of activities do they do that you are aware of?

   They were unaware of any activities in which the PAC has been involved.

3. How active would you say the PAC is?

   The most general response was "I don't know."

Section V

PARENT INVOLVEMENT

1. How satisfied are you with the parent participation in your program?
   Most said that they were dissatisfied with the parent participation. There were only two schools in which the teachers were very pleased with parent participation and cooperation.

2. What have you specifically done to encourage parent participation?
   Most frequently mentioned methods were to send messages home by the children, nofifying parents of programs and activities, and of problems with children. Very little calling of parents was done, and next to no home visits were made by the teachers.

3. In what activities do you feel parents can best participate?
   Most teachers felt that parents can participate best in "social activities" of the program. In these activities, parents accompany children on field trips, help out with parties at school, and provide food, materials, etc. In no instance did teachers indicate that they felt that parents should have any input in the instructional aspect of the program other than to help children with homework. Additionally, at no time was it mentioned that parents should have a hand in program evaluation or development.

Section VI

INSERVICE PROGRAMS

1. How valuable were the inservice programs?

   Most of the teachers felt that the inservice programs were very valuable. They did mention, however, that they would like to have them on a more regular basis and would like to have a yearly schedule of them.

2. Which were particularly helpful?

   The most frequently mentioned were ESL and Distar Math. Others that were mentioned were Organization skills, and record keeping.

3. What topics would you like to see covered next year?

   Again ESL workshops and math workshops were the most requested.

Section VII

GENERAL

1. How long have you taught in the program?

   The responses to this question varied from 1-9 years. The median number of years was 3 as was the mode.

2. How adequate are your materials and supplies?

   In general teachers felt that their hardware, kits and textbooks, etc. were adequate. They did express the need for more software/consumable type of materials such as workbooks. Although this may initially be a large expediture, with so many companies supplying ditto type materials, this could in the long run save considerable money.

Additionally, these materials save a great deal of time. Instead of teachers' or aides' time being spent on materials construction, they can instead spend their time instructing and reinforcing children.

3. What additional materials/supplies would you like to have available?

This question has been answered in question two.

4. What recommendations do you have for the 1979-1980 program?

In general the teachers said that they liked the program as it is presently structured. The recommendations which they made and are included below, tend to expand the program rather than to make any substantive changes.

TEACHER RECOMMENDATIONS

1. Most requested that they would like to have all of their supplies and materials ready at the beginning of the semester.
2. An inservice or orientation of the regular staff to the bilingual program was requested. Teachers felt that if the regular classroom teachers knew what the bilingual teacher's role was and what activities she was involved in with the children, it would increase teacher cooperation and perception of the program.
3. More materials were requested for the older child.
4. A request for a more uniform program was made. This response tended to include wanting to know what was going on in other classrooms in the city so that they would have some sort of baseline data on which to evaluate their own work.

5. Related to question 4, it was requested that teachers be allowed to use their personal leave days to observe classrooms in the surrounding areas.
6. It was also recommended that a liaison person between the Spanish-English program and the Comprehensive Reading and Math program needs to be hired.
7. More ESL materials and language development materials need to be purchased.
8. More and better inservice programs need to be provided.
9. It was also recommended that the schedules be more flexible. If the schedules were more flexible, it would allow the teachers to keep children who are primarily non-English speakers for a longer period of time.
10. It was recommended that the class size be kept to 40.
11. It was also recommended that the aides be of the same language background as the students in the program.

RESPONSES TO QUESTIONS ASKED OF THE BILINGUAL AIDES

In general, as was true of last year, this part of the evaluation is the weakest. Last year this was true because many of the aides did not appear to be fluent in English. This year I noticed great improvement among those aides that I was able to talk with. They seemed much more comfortable with me and seemed pleased that I had come. Their responses were, however, essentially the same as last year. Consequently this section has not changed.

1. What are the major activities of your job?

   The intent of this question was to determine whether the aides felt that a major part of their job was working with children, clerical duties, or materials development. Most of the aides responded that their major responsibility was to work with children and reinforce activities that the teachers initiated. When further queried, they also named such other activities as record keeping, materials construction, etc.

2. Do you have enough help and assistance to do your work effectively?

   All responded that their teachers were very supportive of them and gave them all of the assistance that they needed.

3. What do you think are the most important things that you do in your work?

   All responded that reinforcement of the children's work was the most important part of their job.

4. What factors prohibit you from doing a better job?

   I'm not sure that most of the aides understood the question. As with last year, when probed, they indicated that nothing

prohibited them from doing their job. They felt that they had adequate inservices, adequate help and that they were doing a good job. Again, as with last year, I think that the aides perceived this as a threatening question challenging them rather than as an attempt to look at the program itself.

5. What recommendations would you make for changes in the job as aide?

No recommendations were made.

EVALUATOR OBSERVATION AND RECOMMENDATIONS

1. Several classrooms were observed as part of this evaluation and I was impressed with the quality of the instruction. The teachers appeared to be doing an excellent job, and the children seemed to be enjoying the time in the classrooms. For the most part the classrooms were cheerful and happy places. The most obvious lack, however, was the absence of any work of the children displayed.

2. Better and more indepth inservice programs appear to be greatly needed. This is a positive comment to me. This means that the teachers want to improve their program and are willing to work during inservice programs to improve their skills. The predominate needs that the teachers expressed were for more ESL type workshops and more math workshops.

3. As with last year, there is a definite need for an additional social worker. If the social worker is to do all in her job description, the job is far too big for one person. I would recommend, however, that the social worker try to be more visible to all of the staff and rather than make calls on request, she/he should make efforts to have a regular schedule to visit all of the schools.

4. I noticed a tremendous improvement in the English language facility of the aides. This is extremely important, because the aides are important role models for the children and their families, and if the aides feel that it is important to improve their English, the children and their parents may view this more positively.

5. Efforts on the part of the Spanish-English administrators to provide programs which would include the regular teachers as well as the bilingual teachers would be a big step in making the program more acceptable to the entire teaching staff. This acceptability is crucial.

6. Teachers need to be taught more diverse ways of encouraging parent participation and more diverse activities that parents could perform. As the program presently operates I am sure that parental participation will not increase.

7. Teachers also need to be more aware of the function and activities of the PAC. This group has a great deal of impact on program development and evaluation and the teachers ought to be knowledgeable in this area. They should at least know who their PAC representatives are.

SUMMARY

Although improvements are needed in the program, the program provides a greatly needed service to bilingual children and to their parents. It has been a tremendous contributor to positive self-concept of the children and has bridged the gap between home and school for many parents who are non-English speakers.

APPENDIX I

Summary of Questionnaire Distributed To Bilingual Personnel
By Project Director

Summary of Questionnaire Distributed To
Bilingual Personnel By Project Administrator

1. How many students in your school are now receiving help in reading and math bilingual?

   See summary table,

2. Do you feel they need to continue receiving the services?
   Yes _____ No _____

   Of the 28 responses, 26 said that they felt their students needed to continue receiving bilingual services.

3. If this program is terminated, will the students achieve just the same? Yes _____ No _____ Why _____

   Twenty-six of the 28 said they felt that students' achievement would drop if services were discontinued. The most common reason given by bilingual teachers for feeling that student achievement would drop was that monolingual teachers did not understand the needs of bilingual children, nor were they able to instruct when necessary in the child's native language.

4. In a scale from A-E, indicate the level of English proficiency of each student without using their names.

Mean Perception of Student Proficiency in English

	Mean	Median	Mode	Range
A = Fluent 100%	7.72		0	0 - 48
B = Less Fluent 80%	8.3		10 & 6 (Bimodal)	0 - 20
C = Less - 60%	15.7		20	0 - 45
D = Less - 40%	6.8		5	0 - 41
E = Less - 20%	6.9			

APPENDIX II

Distribution of Participants

TABLE I

PARTICIPANT DISTRIBUTION

Component No: _____

NYC Function No: _____

Note: Reproduce this page if more space is necessary

Component Title: Spanish-English Dev. Program

This component is designed to Improve:
(Check appropriate boxes)

1.	Reading	
2.	Reading (Bilingual Methodology	X
3.	Mathematics	
4.	Mathematics (Bilingual Methodology	X
5.	Writing	
6.	Writing (Bilingual Methodology	
7.	ESL (English as a Second Language	

Total number of pupils served by this component: _____

Component Cost Per Participant: _____

Total Component Cost: _____

School Buildings or Other Project Sites	GRADES PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
18			3	4	5	6	5	3	7	5					38
3			10	5	6	1	5	10	10	10					
76			20	25	20	35	40	29	20	10					
33			10	12	6	15	15	15							
77			10	12	5	8	9	10	6	17					
66			2	5	6	0	2	3	0	0					
21			2	3	5	5									
38			10	5	3	9	5	11	6	5					
45			10	4	5	8	3	12	3	6					
36			15	15	20	12	15	5							
28-29			5	5	8	2	4	2	5	3					
Immaculate			5	2	2	3	2	2	4	0					
St. Nicols Ukranian			2	3	3	2	1	1	0	0					
St. Columba			5	5	1	8	5	5	3	8					
High Schools															
Grover Cl.											50	75	50	35	
South Park											15	20	10	5	
Southside Jr. H.S.											11	8	1	1	
TOTAL															

TABLE I

PARTICIPANT DISTRIBUTION

Component No: _____
NYC Function No: _____

Note: Reproduce this page if more space is necessary

Component Title: Spanish-English Dev. Program

This component is designed to Improve:
(Check appropriate boxes)

1.	Reading	
2.	Reading (Bilingual Methodology	
3.	Mathematics	
4.	Mathematics (Bilingual Methodology	
5.	Writing	
6.	Writing (Bilingual Methodology	
7.	ESL (English as a Second Language	X

Total number of pupils served by this component: _____

Component Cost Per Participant: _____

Total Component Cost: _____

GRADES

School Buildings or Other Project Sites	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3			5	4	3	2	4								
76			10	15	10	40	29	20	10	10					
36				5	2	2	2								
77			5	1	2		2								
45			2	5	3	2	4	1	3	2					
18			2	3	3										
33			3	2	4	1									
21			2	2											
66			3		1										
TOTAL															

APPENDIX III

Forms Used in Bilingual Program

SPANISH-ENGLISH DEVELOPMENT PROGRAM
PRIMARY READING CHECKLIST

Name _____ Grade _____

School _____ Homeroom _____

Date entered program _____ Teacher _____

Reading evaluation: Insert (O) to indicate the response. (✓) to indicate child doesn't understand the skill, (R) to indicate continue reinforcement, and (X) to indicate child has achieved adequate competency. Blank box indicates skill not assessed.

SKILLS	DATE	PRE	DATE	POST	COMMENTS
Alphabet Recognition					
ability to name letter					
letter partners					
sequence					
left-right orientation					
Visual Discrimination					
likeness & difference					
name colors					
recognizes shapes					
discriminates size					
matching					
uses picture clues					
spatial relationship					
Visual Motor Coordination					
tracing					
copying					
picture completion					
COLORING					
Auditory Discrimination					
rhyming					
beginning sounds					
medial sounds					
final sounds					
Oral Expression					
self expression					
can complete simple story endings					
uses complete sentence					

SKILLS	DATE	PRE	DATE	POST	COMMENTS
Comprehension - Oral					
sequence					
names of characters					
main idea					
Can Work Independently					
Phonics					
consonants					
initial					
medial					
final					
Other					

SPANISH-ENGLISH DEVELOPMENT PROGRAM
INTERMEDIATE READING CHECKLIST

Name _____ Grade _____

School _____ Homeroom _____

Date entered program _____ Teacher _____

Reading evaluation: Insert (O) to indicate no response. (✓) to indicate child doesn't understand skill, (R) to indicate continue reinforcement, and (S) to indicate child has achieved adequate competency. Blank box indicates skill not assessed.

SKILLS	DATE	PRE	DATE	POST	COMMENTS
PHONICS					
Consonants					
initial					
medial					
final					
DIAGRAPHS					
ch					
sh					
th					
wh					
ph					
BLENDS					
2 letters					
3 letters					
SOUNDS OF C					
hard					
soft					
SOUNDS OF G					
hard					
soft					
CONSONANT SUBSTITUTION					
PHONOGRAMS					
VOWELS					
long					
short					
VOWEL DIAGRAPHS					
ex - ea					
VOWEL DIPTHONGS					
oi - oy					
MODIFIED VOWELS					
SILENT LETTERS					

SKILLS	DATE	PRE	DATE	POST	COMMENTS
STRUCTURAL ANALYSIS					
compound					
contractions					
plurals					
inflectional endings					
possessives					
prefixes					
suffixes					
root words					
homonyms					
antonyms					
synonyms					
syllabication					
multiple meaning					
COMPREHENSION					
following directions					
using context clues					
recall					
main ideas					
drawing conclusions					
finding proof					
drawing inferences					
figurative language					
sequence of events					
characterization					
ADVANCED SKILLS					
skimming					
outlining					
summarizing					
CRITICAL READING					
fact-opinion					
recognizes assumptions					
recognizes propaganda					
author's purpose					
makes judgments					
recognizes moods					
USE OF REFERENCE MATERIALS					

NAME _____ GRADE ____

SCHOOL _____ COMPREHENSIVE READING AND MATHEMATICS PROGRAM ROOM ____

INFORMAL TEST RESULTS

READING			MATHEMATICS		
Test	Date	Comment	Test	Date	Comment
		Strength			Strength
		Weakness			Weakness
		Recommendation			Recommendation
Test	Date	Comment	Test	Date	Comment
		Strength			Strength
		Weakness			Weakness
		Recommendation			Recommendation
Test	Date	Comment	Test	Date	Comment
		Strength			Strength
		Weakness			Weakness
		Recommendation			Recommendation
Test	Date	Comment	Test	Date	Comment
		Strength			Strength
		Weakness			Weakness
		Recommendation			Recommendation
Test	Date	Comment	Test	Date	Comment
		Strength			Strength
		Weakness			Weakness
		Recommendation			Recommendation

BUFFALO PUBLIC SCHOOLS

BUFFALO, NEW YORK

SPANISH ENGLISH DEVELOPMENTAL PROGRAM

Student's Yearly Report

NAME _____ _____

GRADE _____ TEACHER _____

NEEDS: _____

_____

_____

_____

RECOMMENDATIONS: _____

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_____

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_____

COMMENTS: _____

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_____

MATERIALS: _____

_____

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_____

Test Record

Pre-Test	Reading	Math	Post-Test	Reading	Math
Stanine	_____	_____	Stanine	_____	_____
G.E.	_____	_____	G.E.	_____	

SPANISH-ENGLISH DEVELOPMENT PROGRAM

MATH CHECKLIST

Name _____ Grade _____

School _____ Date Entered Program _____

Math Evaluation: Insert (0) to indicate no response, (✓) to indicate child doesn't understand skill, (R) to indicate continue reinforcement, and (X) to indicate child has achieved adequate competency. Blank box indicates skill not assessed.

K - Second Grade

MATH CHECKLIST

SKILLS	DATE	PRE	DATE	POS	COMMENTS
1) Use words to compare sizes of objects. ex: big, bigger, biggest.					
2) Match the number of objects in two sets.					
3) Use the expressions "more than," "less than," "the same as," to compare the number of objects in two sets.					
4) Rote count fluently from 1 through 10.					
5) Use the word "zero" to indicate that there are no objects in a set.					
6) Count the number of objects in a set with up to 10 objects.					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
7) Tell the number that "comes before and after" a given number (up to 10).					
8) Count from a given number up to 10.					
9) Identify the numerals from 0 through 10.					
10) Draw the number of objects indicated by a given numeral.					
11) Write the numeral that indicates how many objects are in a given set.					
12) Rote count from 1 through 20.					
13) Add number facts from 1 through 10 written in horizontal notation.					
14) Subtract numbers from 1 through 10 written in horizontal notation.					
15) Identify the numerals from 1 through 20.					
16) Add and subtract numbers from 1 through 20 written in horizontal notation.					
17) Add and subtract numbers from 1 through 20 written in vertical notation.					
18) Find the missing addends in addition and subtraction number sentences (5+ __ = 8, 7- ___ = 4).					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
19) Add and subtract whole numbers up to 1000 with no borrowing or carrying.					
20) Count by 10's through 100, Identify, put in sequence, and write the numerals 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.					
21) Add and subtract the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 (in groups of 10).					
22) Rote count by 2's, 3's, 4's, 5's, up to 20.					
23) Use simple fractions with common denominators (halves, thirds, fourths).					
24) Rote count from 1 through 1000. Identify, put in sequence, and write the numerals from 1 through 1000.					
WHOLE NUMBERS: ADDITION AND SUBTRACTION					
1) Add two one-digit numbers.					
2) Add three numbers that produce a sum less than 10.					
3) Add three one-digit number whose sum is 10 or more.					
4) Add two numbers with up to two digits each, no regrouping.					
5) Subtract two one-digit numbers.					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
8) Subtract two four-digit numbers where the hundreds only are regrouped.					
9) Subtract two three-digit numbers where both the tens and hundreds are regrouped.					
10) Subtract two four-digit numbers where both the tens and hundreds are regrouped.					
11) Subtract two four and five-digit numbers (regrouping all the way).					
WHOLE NUMBERS: MULTIPLICATION					
1) Multiply two one-digit numbers (memorizing the multiplication tables through the nines).					
2) Multiply a number by a one-digit number (no carrying).					
3) Multiply a number by a one-digit number with carrying into the tens' place only.					
4) Multiply a two-digit number with carrying into the tens' and hundreds' places.					
5) Multiply a number by a one-digit number with carrying into the tens', hundreds, thousands' places, and so on.					
6) Multiply with multiples of ten (introduction of zero as a place holder).					
7) Multiply with multiples of one hundred.					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
6) Subtract using the basic facts.					
7) Subtract two two-digit numbers without regrouping (no borrowing).					
8) Subtract two three-digit numbers without regrouping.					
Third - Eighth Grade WHOLE NUMBERS: ADDITION AND SUBTRACTION					
1) Add two numbers with carrying into the tens' place only.					
2) Add two numbers with carrying into the hundreds' place only (not into the tens).					
3) Add two numbers with carrying into the hundredths' and tens' places.					
4) Add more than two numbers with carrying into both tens' and hundreds' places.					
5) Add numbers of more than three digits with carrying all the way.					
6) Subtract two two and three-digit numbers where the tens are regrouped to get more ones (borrowing from the tens only).					
7) Subtract two three-digit numbers where the hundreds only are regrouped (borrowing from the hundreds only, not from the tens).					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
8) Multiply with multiples of one thousand.					
9) Multiply a two-digit number by a two-digit number.					
10) Multiply any number by a two-digit number.					
11) Multiply any two numbers.					
12) Multiply any two numbers containing one or more zeros.					
WHOLE NUMBERS: DIVISION					
1) Divide a two-digit number by a one-digit number with a one-digit number or 10 in quotient (basic facts through 90), no remainder.					
2) Divide a two-digit number with a two-digit number in the quotient, no remainder.					
3) Divide a three-digit number, no remainder.					
4) Divide a number up to four digits by a one-digit number, no remainder.					
5) Divide a number up to four digits by a one-digit number, no remainder.					
6) Divide a number up to four digits by a number up to two digits, with a remainder.					
7) Divide any number by a number up to three digits, with a remainder.					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
8) Divide any two numbers and express the remainder as a fraction.					
9) Divide two numbers and express the answer in decimal form.					
FRACTIONS BASIC SKILLS					
1) Distinguish between a "part" of a unit and a "whole".					
2) Describe and demonstrate by means of a model, the meaning of numerator and denominator.					
3) Write a fraction to represent a given part of a basic unit.					
4) Identify that part of a basic unit represented by a given fraction.					
5) Represent by a ratio what part a given number of objects is of a total set of objects.					
6) Identify the objects in a set as indicated by a given ratio.					
7) Represent the 1 in the form of a fraction.					
8) Count with fractions, using the number line which corresponds to a given fraction.					
9) Write consecutive multiples of a number.					
10) Find the prime factors of a given number.					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
11) Find the least common multiple of two or more numbers.					
12) Find the greatest common factor of two or more numbers.					
13) Change fractions to higher terms or lower terms.					
14) Find the least common denominator for two or more fractions.					
15) Rename mixed numbers and improper fractions.					
DECIMALS BASIC SKILLS AND OPERATIONS					
1) Read and write decimals.					
2) Change a common fraction to a decimal fraction (using fractions with 10, 100, 1000, and so on, as the denominator).					
3) Change a decimal fraction to a common fraction.					
4) Change a common fraction or a mixed number to a number in decimal form.					
5) Round decimals.					
6) Addition with decimals (no regrouping).					
7) Subtraction with decimals (no regrouping).					
8) Addition with decimals (regrouping).					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
9) Subtraction with decimals (regrouping).					
10) Multiplication with decimals.					
11) Division with decimals.					
PERCENTS BASIC SKILLS AND OPERATIONS					
1) Change a common fraction to an equivalent common fraction with a denominator of 100.					
2) Change hundredths fraction and hundredths decimals to percents.					
3) Change any common fraction to a percent.					
4) Change any mixed number to a percent.					
5) Change any decimal number to a percent.					
6) Change any percent to a common fraction or a mixed numeral.					
7) Change any percent to a decimal numeral.					
8) Find a percentage (25% of 24 = ____).					
9) Find what percent one number is of another, or write the ratio of two numbers as a percent (____% of 24 = 6).					

SKILLS	DATE	PRE	DATE	POS	COMMENTS
10) Find a number if the percent of the number is known (25% of _____ = 6).					